 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Mr. Vogel Lesson #: 2 Facet:** Application  
**Grade Level: 10 Numbers of Days:** 2   
**Topic:** Social Changes Post World War II  
  
  
**PART I:**  
  
**Objectives**  
Student will understand that WW2 caused political, economic and social changes.  
Student will know Cold War mentality, communism, women's rights.  
Student will be able to decide how social changes occurred after World War II.  
**Product: Glogster**  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Content Area: Social Studies  
Standard Label: E1 Historical knowledge, concepts, themes, and patterns  
Grade Level Span: Grade 9-Diploma "World War 2 and Post War United States 1939-1961"  
Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Rationale:**   
Students will understand the major enduring theme of social change during Post World War II by exploring Cold War mentality and women's rights.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will use the take and pass activity to write down notes on women's rights, human rights, and communism and pass to the next person to add to it.  
**Section II – timely feedback for products (self, peer, teacher)**  
Assessment on the product will involve a peer review by at least one other student. The students will also have a checklist for self assessment and teacher feedback.  
  
**Summative (Assessment of Learning):**  
Glogster: (50 points) Use glogster to create a social change poster detailing new social standards that developed from/after WWII. This project can be used one of two ways. Compare social change between Post World War II and before World War II or Post World War II and modern day American social conditions. The students should be able to recognize differences and how it impacts those living in the social atmosphere.  
  
**Integration**  
**Technology:**   
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, the students will use the website known as Glogster. Here students can explore creative ways to make a poster that goes beyond pictures and words pasted on poster paper.  
**Content Areas:**   
English: Students will be expected to write creatively on the Glogster. The writing should be engaging and interesting to the reader. Students will also be expected to answer short answer questions or write complete sentences on worksheets or assignments.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a compare and contrast graphic organizer to show changes in the social make up of the United States before and after the war. Students will participate in the find the fib activity to solidify understanding of changes and pick out myths or inaccurate statements. Students group with one other person from across the room. If there is an odd number of students, one group of three will be formed by the teacher. If there are problems (such as students being left out) teacher will direct the grouping of remaining students.  
**Section II – Groups and Roles for Product**  
Students will work individually on the Glogster. The students will be allowed to communicate with their peers to get ideas during the time in class dedicated to working on the Glogster.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will need to understand the particular writing style and phrases of the 40s and 50s to create a social change poster.  
**Visual:** Students will use art and pictures of the 40s and 50s to create a collage of social changes after World War II.  
**Musical:** Students will explore the impact music had on social change in the US after World War II and what focus music had at the time.  
**Kinthestic:** During the take and pass activity students will ball up their notes and throw it in a trashcan and explain to the class what the notes were.  
**Intrapersonal:** Students will relate their strategies with socializing to the styles of socializing during the 40s and 50s.  
**Interpersonal:** Students can express their own ideas individually on paper before passing it to the next student.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Students who are absent for a whole lesson will need to work with other students to catch up on notes. Students can see the teacher to obtain missed assignments and make up quizzes or other forms of assessment. The Student must check in with the teacher about the missed lesson before the end of the next lesson.  
  
**Extensions**  
  
**Type II technology:**  
Technology in the classroom will mostly be involved during the products of each lesson. The students will explore extra ordinary ways of creating a project rather than the standard PowerPoint or essay. For this lesson, the students will use the website known as Glogster. Here students can explore creative ways to make a poster that goes beyond pictures and words pasted on poster paper. This uses Type II technology because students will be creating a poster that uses critical thinking on how information is presented and used.  
Gifted Students:  
Instead of creating using Glogster to design a poster on social changes in Post World War II, gifted students will have the option to use Glogster to relate the issue of immigration to America's former intolerance of Communists.  
  
Materials, Resources and Technology  
Laptops (Glogster account needed) - needed for product in class.  
Projector - needed to present Glogster posters in class.  
Rubric - for student products  
Graphic Organizer - students will use to compare pre- and post- World War II  
  
Source for Lesson Plan and Research  
  
[http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm) -- Cooperative Learning Website from Practicum 2013 class wiki  
  
<http://www.un.org/en/rights/index.shtml> -- Human Rights website  
  
<http://www.glogster.com/> -- Glogster website  
  
<http://www.infoplease.com/spot/womenstimeline2.html> -- Women's rights timeline  
  
<http://www.howstuffworks.com/communism.htm> -- Communism website  
  
<http://www.coldwar.org/articles/40s/index.asp> -- Cold War website (includes events from 40's and 50's)  
  
PART II:  
  
Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) ***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)***  
  
Room Arrangement: Desks will be put into pairs of two. The pairs will be organized into rows and columns.  
  
Day One: Introduction to Cold War mentality and Communism (80 min)  
**Review** (10 min): Students will get with their paired partner and discuss what they have learned about communism.  
**Hook** (20 min): A class discussion on current social changes in the United States and hypothesize how Post World War II US would have dealt with the changes.  
**Presentation on Cold War mentality and Communism** (20 min): Overview on how the US treated Communists both in the country and outside the country.  
**Compare and Contrast Graphic Organizer** (20 min): Students will explore the differences and similarities of the social standards before and after World War II.  
**Glogster** (10 min): Students will have the opportunity to brainstorm ideas for the product and discuss with classmates.  
  
Day Two: Women's Rights and Human Rights Post World War II (80 min)  
**Find the Fib** (20 min): Students will participate in the activity about finding myths or misconceptions about communism and women's rights post World War II.  
**Presentation on Universal Declaration of Human Rights** (20 min): Students will learn about the UDHR and its impact on the world.  
**Take and Pass activity** (20 min): The students will use this time to cooperative come up with notes and explain their importance as a class.  
**Glogster** (20 min): The teacher will use this time to check on student's progress with the product and the students will have an opportunity to work on the product in class.  
  
Students will understand that WW2 caused political, economic and social changes. Social change is a part of American culture and has always been met with encouragement and suspicion. It is important for the students to understand social change in Post World War II era because today, the US is struggling with incorporating another foreign system of thought. Communism was difficult but now the US has to handle Muslim ideals which in many cases are very different from American society. *Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.* The hook will be a class discussion on current social changes in the US. The students and teacher will hypothesize how a 1940s or 50s mentality would handle the current situation. Would the people after World War II act any differently to the crisis in the Middle East? It will be a class discussion that will hopefully encourage everyone to participate.  
**Where, Why , What, Hook Tailors:** Logical, Verbal, Intrapersonal  
  
Students will know Cold War mentality, communism, women's rights (see content notes). Students will use a compare and contrast graphic organizer to show changes in the social make up of the United States before and after the war. Students will participate in the find the fib activity to solidify understanding of changes and pick out myths or inaccurate statements. The compare and contrast organizer will help put into perspective how different a country can act or think after a war, especially one that changed so many opinions on how we as humans should act. The find the fib activity will have students looking through statements about human rights, women's rights or communism. It will be up to the students to figure out inaccurate or untrue statements. The students have the option to work with others or alone. This activity will hopefully correct any misinformation students may have gathered outside of the classroom on the topics. Self-assessment will involve a checklist and peer criticism. If the students have completed all the parts on the checklist for their product, they will have demonstrated understanding of the material in class. The peer review will encourage students to recognize good work in other students. The peer review will be used to refine the points on the checklist that each student completes. The three different ways to check the material used in Glogster means that the products should be polished and presentable.  
**Equip, Explore, Rethink, Tailors:** Verbal, Logical, Interpersonal, Intrapersonal, Visual  
  
Students will understand that WW2 caused political, economic and social changes. Students will use glogster to create a social change poster detailing new social standards that developed from/after WWII. Students will individually on the product but will be able to discuss with other classmates ideas for their poster. Students will be given class time during day one to set up a Glogster account and brainstorm ideas for their product. The students will have time during class two to meet with the teacher to go over their progress and any questions they have concerning what is required of them. The students will then be assigned a checklist of things to try with Glogster (after class one) for next class along with the suggestion to explore other options in the program. Self-assessment will involve a checklist of material needed to be covered in Glogster along with peer review. A rubric will be used to score and provide feedback to students about their digital poster. In the digital poster students should be prepared to incorporate action, environment, and language of the 40s and 50s.  
**Explore, Experience, Revise, Refine, Tailors:** Kinesthetic, Musical, Verbal, Visual, Logical, Naturalistic, Intrapersonal, Interpersonal  
  
Each student will be given a checklist to make sure they have completed each part of the Glogster poster. In addition each student must have one peer look over their poster and offer feedback. The teacher will use a rubric to grade the advertisment but the students have the option of showing the poster in front of the class and receiving peer feedback.  
**Evaluate, Tailors:** Interpersonal, Verbal, Intrapersonal, Logical  
  
  
  
  
Content Notes   
**Students will know…..**   
  
Cold War mentality:  
The Cold War is rapidly approaching and as a result there are significant changes to the US society concerning foreign powers and communism. The years leading up to the Cold War laid Isolationism to rest and increased the US's paranoia of communism. The Red Scare is one of the topics covered in class and will compliment the discussion from lesson 1 on the nuclear threat.  
  
Communism:  
The government of the USSR proclaims itself as a socialist government as well as a communist one. Students need to understand the distinction between communism and socialism. The communist governments tend to be a corruption of socialist ideals. In addition, communism has the potential to quickly become totalitarian or authoritarian.  
  
Human Rights:  
Human Rights are an issue that many people, organizations and countries are pushing to become universal in practice. Human rights includes many topic areas which include preserving life, living conditions, working conditions, and many more topics. The Universal Declaration of Human Rights was adopted in 1948 by the United Nations and has had an impact on many policies created by nations around the world.  
  
Women's Rights:  
While many changes to women's rights have occurred before World War II, there are still many significant changes, advances and set backs to women's rights in the US and around the world. The most significant change Post World War II is the Universal Declaration of Human Rights which stated that women have equal rights with men.  
  
Handouts  
Rubrics  
Graphic Organizer  
  
Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale  
  
*Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*  
  
  
*Learning Styles*  
  
*Clipboard:*  
All assignments will be handed out with a discussion in class along with a checklist covering all information needed to complete the assignment. The teacher will be available to answer any questions or concerns the student has regarding class content or expected work.  
  
*Microscope:*  
Students will be provided all the resources used in the class during presentations and activities. This will allow the students opportunities to look more in depth in the content covered in the classroom.  
  
*Puppy:*  
Each student is encouraged to share their ideas or thoughts concerning the topic being discussed. A significant portion of lesson one involves discussion between students. The discussions usually will involve small groups so the student does not feel pressured to speak to the whole class.  
  
*Beach Ball:*  
Besides covering the required parts of the checklist, the students are free to chose and add any other information or detail into their assignments. In addition, class activities like the Compare and Contrast graphic organizer have no set information that is required to be written down. The student is able to choose what information (as long as it is accurate) to put onto the Compare and Contrast graphic organizer.  
  
*Rationale:*   
I prefer to formalize the assignments in writing so the clipboards and microscopes know what information is expected from them. Otherwise many of the activities are free and hopefully engaging so the Beach Balls and Puppies have the opportunity to express themselves freely without being pressured into getting their answers right or wrong.  
  
*Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*  
  
**Formative (Assessment for Learning)**  
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*Rationale:*  
The take and pass appeals to students who are Beach Balls and Puppies so they can express their learning freely. The Checklists are for students who are Clipboards or Microscopes and wanted a structured way of expressing their learning. Glogster will appeal to all learning styles and show their learning of the class material.  
  
*Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*  
  
*Content Knowledge:*  
(see Content Notes)  
  
*MLR or CCSS:*  
*Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.*  
  
*Facet:*  
Application: Students will be able to decide how social changes occurred after World War II.  
*Rationale:*   
The standard will be covered because students will apply their knowledge of human rights as an enduring theme in American democracy and society.  
  
*Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*  
  
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*Rationale:*   
Students will have the opportunity to explore alternative presentation programs like Glogster in a way that compliments their strong multiple intelligences. In addition the students will be encouraged to use their weaker multiple intelligences in a safe environment.  
  
*NETS STANDARDS FOR TEACHERS*  
1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.  
**a. Promote, support, and model creative and innovative thinking and inventiveness**  
  
**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**  
  
**c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**  
  
**d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**  
  
*Rationale:*  
C. Students will be able to reflect on their understanding of social changes by talking with other students while creating a digital poster using Glogster. The students will be able to present the information in a creative manner and use higher thinking to detail the product.  
  
2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.  
**a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**  
  
**b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**  
  
**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**  
  
**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**  
  
*Rationale:*  
D. The students will be assessed differently than they were in lesson 1 to provide the teacher a more accurate picture of how the students are progressing with their studies.